A STUDY OF THE CURRICULUMS IN EIGHT NATIONALLY ACCREDITED COLLEGIATE SCHOOLS OF NURSING

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F.F.

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CHAPTER I

INTRODUCTION

Schools of nursing have generally been hospital controlled; in the last fifteen years, however, the number of university and college-regulated institutions has steadily increased. This is evidenced by the fact that between 1946 and 1960 the number of university and college-controlled schools of nursing has increased from seventy-seven[1] to one hundred fifty-seven.[2] Evidence has been lacking, nevertheless, as to curriculums in such schools. Specifically, evidence was lacking in the last decade as to courses of study in institutions located in the Great Lakes, the Middle Atlantic and Southeastern states.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study to determine in each of eight nationally accredited, collegiate schools of nursing (1) the relationship between liberal arts and nursing education courses; (2) the placement of nursing courses requiring concurrent practice

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[1]American Nurses' Association, Facts About Nursing (New York: American Nurses' Association, 1950), p. 45.

[2]Committee on Careers, Schools of Professional Nursing (New York: National League for Nursing, 1960), pp. 8-38.

in the curriculum; and (3) the length of the program.

Importance of the study. If the trends regarding curriculum and length of program in recognized, collegiate schools of nursing could be determined, some of the problems of planning and executing of a new program might be eliminated. Such a study may in certain instances apply to the affiliation newly initiated between Lenoir Rhyne College and Grace Hospital School of Nursing. The information obtained will be examined in the light of present and future needs of the graduates of this new program in nursing; the study should provide valuable guideposts in evaluating the course of study.

Limitations of the study. The study was limited to nationally accredited, collegiate schools of nursing in the Great Lakes, the Middle Atlantic and Southeastern states.[3] It was felt by the writer that a knowledge of curriculums in these three areas would be valuable because of the geographical proximity and because of the location of popular educational and employment opportunities to which nurses often go upon graduation. These twenty-one states were: Minnesota, Wisconsin, Michigan, Illinois, Indiana, Ohio, New York, Pennsylvania, New Jersey, Maryland, West

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[3]Ibid., pp. 8-38.

Virginia, Delaware, Virginia, Kentucky, North Carolina, South Carolina, Tennessee, Georgia, Mississippi, Alabama, and Florida. Since the District of Columbia is situated within the confines of this area, the schools in the District were also included in the survey.

The thirty-eight nationally accredited, collegiate schools in each of the listed states were arranged alphabetically and a bulletin was requested from these schools. The study was limited to a statistical selection of each fourth program in the list. This resulted in nine schools. Since one institution could not send the desired information, the investigation was limited to the remaining eight programs.

In the definition of terms the classification used for the liberal arts fields was that accepted and employed ten or more years ago. For example, psychology was classified as a social science rather than a biological and physical science. For the most part there was no problem with nursing courses as these were identified in each school bulletin as nursing education.

II. DEFINITIONS OF TERMS USED

Collegiate. As used in this study, collegiate referred to schools controlled by a university or college.

Nationally accredited. Nationally accredited referred to accreditation as given by the National Nursing Accrediting Service.

Biological and physical sciences. Biological and physical sciences referred to chemistry, physics, biology, zoology, anatomy and physiology, and microbiology.

Humanities. The humanities included English, philosophy, logic, general ethics, foreign language, speech, public speaking, theology, art, literature, and religion.

Social sciences. Social sciences included sociology, psychology, anthropology, history, political science, government, individual and the social agency, mental hygiene, marriage and the family, the family and society, growth and development, health, teaching health, interpersonal relations, theory of exercise, and physical education.

Nursing. Nursing included all nursing specialties and all professional courses. The latter were: pharmacology, nutrition and diet therapy, home economics, professional adjustments, medical ethics, biostatistics, social case work, health service in the family, maternal and child health, principles of teaching, principles of learning, educative process, ward administration, and

clinical teaching.

III. SOURCES OF DATA

The sources of data for this study were: (1) bulletins from each of the eight selected schools of nursing; (2) textbooks pertaining to education and to nursing; (3) early and current literature relating to curriculums in schools of nursing; (4) published and unpublished theses; (5) encyclopedias; (6) nursing periodicals; (7) the Rand McNally atlas; (8) current statistics relating to nursing; (9) associates in education and in nursing; (10) inquiries for clarification to several of the schools included in the study.

IV. PROCEDURE

In order to determine the relationship between liberal arts and nursing education courses, the placement of nursing courses requiring concurrent practice in the curriculum, and the length of the programs in the eight selected schools in the survey, the following procedure was used:

1. The states of the Great Lakes, the Middle Atlantic and the Southeastern area of the United States were arranged alphabetically, with the District of Columbia placed in its alphabetic position in the group.

2. The collegiate, nationally accredited schools of nursing in each state and the District of Columbia were arranged alphabetically in their respective locations.

3. A school bulletin was requested from the resulting thirty-eight schools in order to study the curriculums in these schools.

4. Because of the similarity of curriculums, a statistical selection of schools was made by choosing for study each fourth school in the arrangement described above. This resulted in nine schools, one of which was making changes in curriculum and a school bulletin was not available. This resulted in eight schools in the investigation.

5. The courses of study of each school were listed for each curriculum year.

6. The curriculum in each of the eight schools was further broken down into liberal arts and nursing. In the liberal arts area the courses were divided into three fields which were the biological and physical sciences, social sciences and the humanities.

7. A method of comparing the hours of liberal arts and nursing was decided upon. Quarter hours were changed to semester hours by determining two-thirds of the total quarter hours in the one school on the quarter system. Trimester hours were considered the equivalent of semester

hours in the one school using the trimester plan; therefore, the results were reported in semester hours.

8. The relationship of liberal arts and nursing education courses was investigated for the total curriculum and for each school year. The results are shown in Tables II and III on pages 27 and 30.

9. The placement of nursing courses requiring concurrent practice was determined in each curriculum. This was shown in Table IV, page 35.

10. The length of each program was determined. This was shown in Table V, page 37.

11. Conclusions of the study were made and recommendations were suggested, which in the opinion of the writer were practical in the light of the trends discovered in the investigation.

CHAPTER II

REVIEW OF THE LITERATURE

Florence Nightingale is considered the originator of nursing as we know it today.[1] She placed great emphasis on education for nursing.[2] Miss Nightingale felt keenly that the top level of nurses should attend schools which were educational in character.[3] Furthermore, she felt that financial arrangements should be such that a school of nursing could "be administratively independent although closely connected with the hospital."[4]

The first three schools in the United States appear to have been established in 1873. They were Bellevue in New York, the Connecticut School in New Haven, and the Boston School in Massachusetts.[5] Each of these schools was based on the principle that it should be "primarily an educational institution and not a source of cheap labor."[6]

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[1]Americana Corporation, The Encyclopedia Americana (New York: Americana Corporation, 1937), XX, p. 340.

[2]Deborah MacLurg Jensen, History and Trends of Professional Nursing (St. Louis: C. V. Mosby Company, 1959), p. 164.

[3]Ibid.

[4]Ibid., p. 195.

[5]Ibid., pp. 194-200.

[6]Ibid., p. 194.

These first schools were created "independent of hospitals by boards or committees with power and freedom to develop the school."[7] Soon, however, the lack of endowment caused these and other nursing schools to fall under the control of hospitals, and their growth was bound up with the growth of hospitals. Most schools were founded to answer a need for nursing service and to insure a ready supply of graduate nurses.[8]

Studies made since 1873 pointed up a need for more educationally oriented programs. A survey sponsored by the Rockefeller Foundation in the 1920's pointed out that the "old apprentice type of training was outmoded in the preparation of professional nurses."[9] It recommended that the selection of students be improved, that educational institutions of nursing rank with the best schools, and that university association be encouraged and strengthened. This report led to the endowment of the Yale School of Nursing in 1923 by the Rockefeller Foundation.[10]

Nurse leaders in the United States sponsored in 1925 a Committee on the Grading of Schools.[11] The Committee

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[7] Ibid., p. 194.

[8] Ibid.

[9] Ibid., p. 270.

[10] Ibid.

[11] Ibid., p. 272.

recommended "that courses in nursing schools be on a college level and that entrance requirements be similar"[12] to those of colleges. It was also advised that nurse instructors be prepared in their specialties and "where consistent . . . they should all be college graduates."[13]

It is interesting to note that in Canada the same trend of thought apparently was evident. Sister Clare Marie Lyons of Canada had this to say in her Master's thesis:

> Canadian educators portray . . . a feeling of dissatisfaction with existing curriculum and the need for change . . . . They state that in Canada today, the movement to make preparation of the nurse more and more the concern of the university is predominant in the field of nursing education. The profession wishes the preparation to be so planned that it gives a broader science background, enriches the liberal outlook of the student and improves the quality of instruction in the subject of nursing.[14]

Lyons further stated, "There is only one four year collegiate program in Canada."[15]

A study causing significant consequences was made by Dr. Esther Lucile Brown in 1948 and was sponsored by

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[12]Ibid., p. 274.

[13]Ibid., p. 275.

[14]Sister Clare Marie Lyons, "A Proposed Four Year Curriculum Leading to a Baccalaureate Degree in Nursing in the Catholic Schools of Nursing in Nova Scotia" (unpublished Master's thesis, Catholic University, Washington, D. C., 1951), p. 8.

[15]Ibid., p. 7.

the Russell Sage Foundation. Brown made this statement:

> Almost without a dissenting voice those who are conversant with the trend of professional education in the United States agree that preparation of the professional nurse belongs squarely within the institution of higher learning. So convinced are they that they consider this conclusion above argument.[16]

In describing the future role of the professional nurse, Brown had this emphatic advice:

> . . . we recommend that the term "professional," when applied to nursing education, be restricted to schools (whether operated by universities or colleges, hospitals affiliated with institutions of higher learning, medical colleges, or independently) that are able to furnish professional education as that term has come to be understood by educators. Such schools as can meet certain defined standards should be designated as "accredited professional schools" and a list of them should be published at frequent intervals for distribution to nurses, the public, and particularly to prospective students of nursing.
>
> We recommend, further, that the term "professional," when applied to nurses, be restricted to those who have been graduated from schools designated as professional . . . .[17]

The American Nurses' Association took a firm stand toward nursing education when A Program for the Nursing Profession was published in 1948. Two of the forty-five recommendations were:

> 20. Schools for professional nursing must be removed from the jurisdiction of hospitals and

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[16]Esther Lucile Brown, Nursing for the Future (New York: Russell Sage Foundation, 1948), p. 138.

[17]Ibid., p. 77.

affiliated with universities or colleges.

> 21. Education of professional nurses should be placed on a true professional basis and should offer a larger body of cultural materials. Upon completing their course, students should be awarded a baccalaureate degree. The curriculum would aim at a greater degree of integration between theory and practice of nursing.[18]

Despite the fact that efforts were made to improve basic preparation in nursing education, there was much diversity in the one hundred and thirteen college or university-controlled schools in 1950.[19] Margaret Bridgman, Dean of Nursing at Skidmore College, in this year visited eighty colleges and studied curriculums. She minced no words in her summary:

> There is urgent need for clear understanding of the specific commitments involved in undertaking responsibility for a program leading to a baccalaureate degree in nursing. The purpose for which higher education is sought is to heighten qualifications of candidates for professional functions. <u>This purpose is defeated unless policies applied to nursing are consistent with general standards of colleges and universities, nursing students receive benefits of genuine college education, and nursing degrees are authentically representative of the completion of an upper division major in the degree-granting institution.</u>[20]

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[18]The Committee on the Function of Nursing, <u>A Program for the Nursing Profession</u> (New York: The Macmillan Company, 1950), p. 102.

[19]American Nurses' Association, <u>Facts About Nursing</u> (New York: American Nurses' Association, 1950), p. 47.

[20]Margaret Bridgman, <u>Collegiate Education for Nursing</u> (New York: Russell Sage Foundation, 1953), p. 97.

Although Bridgman was critical of the collegiate programs which she surveyed, she did report positive findings in some areas. One of these was a trend to plan the nursing program equal in length to other programs in the college. After describing the five year program in nursing she stated:

> . . . the present trend is toward reducing the length, so as to make the program comparable with other collegiate courses leading to a baccalaureate degree . . . . Preference for curricula equal in length to those for college students has been increasingly recognized.[21]

In describing the type of relationship the schools of nursing maintained with the parent college or university, there were several patterns. Williams stated these succinctly:

> The collegiate schools have three types of relationship to the academic institution of which they are a part. The school may be autonomous within the university and comparable to all other schools of the institution; it may be a school organized in a related division of the university; or it may maintain an affiliation of varying degrees of interrelated organization with the university.[22]

Concurrently or immediately following Brown's and Bridgman's studies and reports some states set up goals and standards at the local level. One example of this was that in North Carolina a "Committee to Study Nursing

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[21] Ibid., p. 107.

[22] Dorothy Rogers Williams, Administration of Schools of Nursing (New York: The Macmillan Company, 1950), p. 36.

and Nursing Education" stated that nurses should be educated on three levels called professional and possessing a B. S. in Nursing degree, graduates of hospital diploma programs, and practical nurses.[23] The Committee further predicted that by 1960, "It will be necessary to develop facilities and an educational program that will provide a minimum of 600 nurses per year with B. S. in Nursing degrees."[24]

In the late 1940's and early 1950's purposeful attention was directed toward courses and course content for the professional nurse. In agreement with the Harvard report, leaders in nursing felt that "the purpose of all education is to help students live their own lives."[25] One authority showing the influence of this report was Ole Sand, who said in the pioneer curriculum study at the University of Washington:

> A well-educated man needs some knowledge of his world and his place in it, of the political and social structures of which he is a part, of its physical and biological aspects which are manifested in himself and his environment, and of its great cultural traditions

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[23]Committee to Study Nursing and Nursing Education, Nursing and Nursing Education in North Carolina (Chapel Hill: University of North Carolina Press, 1950), p. 85.

[24]Ibid., p. 56.

[25]Report of the Harvard Committee, General Education in a Free Society (Cambridge: Harvard University Press, 1945), p. 43.

and heritages, where man's emotions and perceptions are elevated to exultation. With this knowledge a man is better able to find his place in a complex world, to serve and be served by society, and to appreciate life in a richer sense. He is enabled to make use of his individual constructive abilities, in whatever area, for the benefit of himself and other men.[26]

After a decade of self-study and analysis in nursing education, and after experimentation with the nursing curriculum in a college setting, Hassenplug summed up the general conclusion when she said:

> Today we have more knowledge about baccalaureate education in nursing, and we are acting on that knowledge as we build new schools and reorganize old ones . . . .
>
> In the baccalaureate program . . . we find lower division requirements aimed to provide <u>breadth</u> of knowledge, upper division major requirements aimed to provide <u>depth</u> in one area of knowledge, and other requirements relating to the number of units of work and level of scholarship which must be satisfied if the student wishes to receive a bachelor of arts degree.
>
> Breadth requirements usually include one year of English and may include one to two years of a foreign language. The other breadth requirements include a certain number of units in each of the three broad fields of knowledge: the humanities, the natural sciences, and the social sciences.
>
> . . . we know we will want at least half of our courses in liberal arts subjects.[27]

The National League for Nursing, the organization

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[26]Ole Sand, <u>Curriculum Study in Basic Nursing Education</u> (New York: G. P. Putnam's Sons, 1955), p. 85.

[27]Lulu Hassenplug Wolf, "Nursing Education in Universities," <u>Nursing Outlook</u>, Vol. 8, No. 2 (February, 1960), 93.

representing nursing education and sponsoring the National Nursing Accrediting Service, has since 1955 set up standards for each type of program in nursing. The STATEMENT regarding the baccalaureate degree program relating to curriculum read as follows:

> A program in nursing leading to a baccalaureate degree is conducted by an educational unit in nursing (department, division, school, or college) that is an integral part of a senior college or university and is organized and controlled in the same way as similar units in the institution.
>
> Instruction throughout the program--in the arts and sciences, nursing, and related professional subjects--is by faculty members of the institution of higher education.
>
> The faculty in nursing organizes the program with the cooperation of faculty colleagues in other disciplines and the approval of the institution's central administration. Its members teach the classes and give the clinical laboratory instruction and guidance in the nursing courses.
>
> The course is organized as a four-year (occasionally longer) progression. It includes a balance of general and professional education so coordinated that foundational and contributory courses in communication skills and biological, physical, and behavioral sciences are prerequisite or concurrently related to the nursing courses, and the curriculum is enriched throughout with the greatest possible breadth of liberal education, all the arts and science courses being shared with students in other programs.[28]

The one hundred fifty-seven schools of nursing which had attained national accreditation by 1960 were evidence

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[28]National League for Nursing, "Opportunities for Education in Nursing," Nursing Outlook, Vol. 8, No. 9 (September, 1960), 483.

of the effort and concentration manifested by nurses in their efforts to improve nursing and nursing education.[29] The sincerity with which nurses met the challenge of the future was well expressed by Spalding:

> We are living in a period of rapid change, and nursing is affected by these changes. Nurse educators are facing up to the problems brought about by these changes through the use of critical thinking, the problem-solving method, and ideas gleaned from the conclusions of the most recent relevant curriculum studies. The challenge of facing curriculum problems actually can acquire new meaning that can help markedly in deciding new and improved directions for all types of education for nursing.[30]

SUMMARY

The following statements seem to indicate the trends in nursing education since the inception of the first schools in 1873:

1. Although the first schools in the United States were intended to be financially independent of hospitals, lack of endowment led to hospital control and emphasis on service rather than education.

2. Studies have consistently recommended that true educational programs in nursing should be under the

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[29]Committee on Careers, Schools of Professional Nursing (New York: National League for Nursing, 1960), pp. 8-38.

[30]Eugenia K. Spalding, "New Directions in Preservice Education for Nursing," Nursing Outlook, Vol. 10, No. 94 (April, 1962), 242.

auspices and control of colleges or universities.

3. The Harvard Report as it influenced nursing education was partially responsible for greater emphasis on liberal education in basic programs in nursing.

4. The Brown report caused significant emphasis on:

a. The affiliation of nursing programs with colleges or universities.

b. National accreditation of schools and the listing of such schools so that nurses, the public, and prospective students might know which schools had met "certain defined standards" which indicated a high quality of education in nursing.

5. Bridgman criticized the diversity of curriculums in colleges and universities and advocated more consistent standards regarding true educational programs in nursing. It was Bridgman's premise that a degree in nursing should represent the completion of an upper-division major as in any other specialty.

6. A trend in the 1960's has been toward a basic program which corresponds in length to other professional fields; that is, four academic years of study and practice which lead to a professional degree in nursing.

7. Another trend in the 1960's has been toward a 50-50 relationship between liberal arts and nursing education courses.

8. The accepted pattern of relationship between a collegiate school of nursing and the parent institution is that the school of nursing shall be a department, division, school, or college or that the school should be incorporated in a related division of the college structure. This is evidenced by the fact that this is the first requirement for a collegiate school to become a nationally accredited school as listed in the STATEMENT by the National League for Nursing under whose sponsorship the National Accrediting Service functions.

CHAPTER III

ANALYSIS OF DATA RELATING TO CURRICULUMS IN EIGHT SELECTED SCHOOLS OF NURSING

In analyzing the data relating to the curriculums in eight selected schools of nursing, emphasis was directed toward finding the relationship between liberal arts and nursing education, to determining the placement in each program of nursing courses requiring concurrent practice and toward finding the length of each program included in the study. That the findings might be more apparent, five tables were constructed.

The arrangement of these schools is according to the procedure described in Chapter I; that is, the twenty-one states in the central, eastern, and southeastern United States were arranged alphabetically and the District of Columbia placed in its alphabetical position in the group. The nationally accredited, collegiate schools in each of these states were arranged alphabetically and each fourth school was selected for a study of curriculum. The order of the eight schools was the result of this procedure, except for the omission of one school from which it was not possible to obtain the desired information due to an impending change in curriculum. The schools and their selection is shown in the Appendix.

Table I shows that of the eight schools four are state supported and controlled; two are under the auspices of the Catholic Church; one is under municipal and private control; and one is under private control. The four state supported schools are: University of Maryland, Adelphi, Ohio State University, and the University of Virginia; Georgetown University and Loyola are controlled by the Catholic Church; the University of Pittsburgh by municipal and private sources and Duke University by private sources.

The following five schools of nursing were found to be independent schools within the respective university in which each was located: Georgetown, Loyola, University of Maryland, University of Pittsburgh, and the University of Virginia. Duke University School was incorporated in 1953 into the Division of Health Affairs in the University structure. Ohio State School of Nursing is a part of the School of Medicine which is one of the ten colleges of the University. Adelphi was made a part of the College Institute of Health, Education, and Welfare in 1957.

It was interesting to note that except for the University of Pittsburgh, which was organized as an independent school in 1939, and Loyola in 1948, five schools had attained their independent status or near independent status since 1950. These five schools were: Georgetown, University of Maryland, Adelphi, Duke, and the University

of Virginia. The bulletin did not state when the school of nursing at Ohio State became a part of the college of medicine.

All schools surveyed utilized a number of agencies. The University of Pittsburgh appeared to be the only institution which was a central school formed from several former hospital schools, each hospital school giving up some of its identity to become a part of the University, but each hospital contributing to the support and control of the central school.

Seven of the eight schools were found to confer the Bachelor of Science degree in Nursing. Adelphi was found to confer the Bachelor of Science degree with a major in nursing.

As the school of nursing at Duke University and the University of Virginia received accreditation of their public health programs late in 1961,[1] all eight schools were discovered to graduate candidates qualified to accept first level positions in public health agencies. Table I shows that all schools utilize one or more public health agencies in their basic nursing program.

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[1]National League for Nursing, "Educational Programs Accredited-December, 1961 Department of Baccalaureate and Higher Degree Programs," Nursing Outlook, Vol. 10, No. 2 (February, 1962), 125.

TABLE I

ANALYSIS OF CURRICULUM AND PROGRAM IN THE EIGHT SELECTED SCHOOLS OF NURSING

SCHOOL OF NURSING	CONTROL	CURRICULUM CONTROL	LENGTH OF PROGRAM	AGENCIES	DEGREE
Georgetown University Washington, D. C.	Catholic Church (Jesuits)	1951-Independent Professional School of the University	4 Academic Years plus 1 Summer School of Six Weeks	Glenn Dale Hospital Visiting Nurse Assoc. Four Different Health Departments School Health, Arlington County, Virginia Occupational Health Six Programs	Bachelor of Science in Nursing
Loyola University Chicago, Illinois	Catholic Church (Jesuits)	1948-Independent School of Nursing Established	4 Academic Years plus 1 Summer Session of Eight Weeks	Local Welfare Societies Local Health Depts. Lewis Memorial Maternity Hospital Veterans Administration Chicago State Tuberculosis Hospital Other Hospitals and Agencies	Bachelor of Science in Nursing
University of Maryland Baltimore, Maryland	State of Maryland	1952-School of Nursing became a college in the University	2 Academic Years plus 1 Six Weeks Summer School in the college and 2 calendar years in the hospital	University of Maryland Hospital, Nursery School & Kindergarten Baltimore Health Department Montebello State Hospital	Bachelor of Science in Nursing
Adelphi College Garden City, Long Island, New York	State of New York	1957-Adelphi College Institute of Health, Education, and Welfare established	4 Academic Years plus 1 Six Weeks Summer Session (New curriculum: not yet in effect 4 Academic Years)	Local Hospitals Nassau & Suffolk County Departments Of Health Local Care Centers Creedmoor State Hospital	Bachelor of Science

TABLE I (continued)

SCHOOL OF NURSING	CONTROL	CURRICULUM CONTROL	LENGTH OF PROGRAM	AGENCIES	DEGREE
Duke University Durham, North Carolina	Private	1953-School of Nursing incorporated into the Division of Health Affairs in the University structure	4 Academic Years and 4 Summer Terms	Duke University Hospital Local Health Dept. Local Social and Community Agencies	Bachelor of Science in Nursing
Ohio State University Columbus, Ohio	State of Ohio	College of Medicine (one of the ten colleges of the University)	1 Academic Year of 3 Quarters and 3 years of 4 Quarters each	University Hospital Children's Hospital Local Health Departments	Bachelor of Science in Nursing
University of Pittsburgh Pittsburgh, Pennsylvania	Cooperative College and Cooperating Agencies	1939-School of Nursing of the University of Pittsburgh	9 Trimesters	Hospitals of the University Health Center Veteran's Hospital Local Health Dept. & Visiting Nurse Association Local Agencies	Bachelor of Science in Nursing
University of Virginia Charlottesville, Virginia	State of Virginia	1950-School of Nursing became one of the ten autonomous schools of the University of Virginia	2 Academic Years at Mary Washington College and 1 six weeks Summer School at University of Virginia and 2 calendar years at University of Virginia School Nursing	University of Virginia Hospital Richmond Health Department Local Agencies	Bachelor of Science in Nursing

It was the first purpose of this study to determine the relationship between liberal arts and nursing education courses. This relationship is shown in Table II. Although in the opinion of the present writer the course descriptions were for the most part well written, there was margin for choice or for error in a few instances in classifying a subject as nursing or liberal arts. For example, in the study, microbiology was classified as a biological science; however, one school had listed under nursing education the course, Natural Science as Applied to Nursing. Since the course description gave this as microbiology, immunology and epidemiology, this was placed in the column with the biological and physical sciences as was consistent with the remainder of the study. The liberal arts courses are shown in Table II under the fields of biological and physical sciences, humanities, social sciences and electives. The Table shows the total hours of liberal arts and of nursing and the relative per cent each is of the total curriculum.

The relationship of liberal arts to nursing was found to be near a 50-50 basis. Adelphi, requiring 45 per cent liberal arts and 55 per cent nursing courses, appeared to have the lowest portion of liberal arts of any of the eight schools. The University of Maryland showed the highest per cent of liberal arts with 55.3 per cent and 44.7

per cent nursing. Three of the eight schools required slightly over 50 per cent of liberal arts courses and five required slightly more nursing.

It was noted that four schools allow electives. The electives were allowed at Duke in the first year, at the University of Virginia in the second year, at Adelphi in the fourth year and at the Ohio State in the third and fourth years. The hours of electives varied from two semester hours at the University of Virginia to approximately seven semester hours at the University of Ohio. At Ohio State there was some latitude allowed in the selection of specific courses in the humanities and social science areas. In the four schools allowing electives the selection was in the field of liberal arts.

An incidental but pertinent finding was that the semester hours required for graduation varied from 120 semester hours at Adelphi to approximately 159 semester hours at Ohio State University, a difference of thirty-nine semester hours or the equivalent of one academic year's work.

TABLE II

PER CENT OF LIBERAL ARTS AS COMPARED WITH NURSING EDUCATION

SCHOOL	LIBERAL ARTS										NURSING EDUCATION		TOTAL	
	Biological & Physical Science		Humanities		Social Sciences		Electives		Total					
	*S.H.	%**	S.H.	%	S.H.	%	S.H.	%	S.H.	%	S.H.	%	S.H.	%
Georgetown	24	16.8	28	19.6	14	9.8	0	-	66	46.2	77	53.8	143	100
Loyola	17	12.8	36	27.1	20	15.0	0	0	73	54.9	60	45.1	133	100
University of Maryland	29	21.97	14	10.6	30	22.7	0	0	73	55.3	59	44.7	132	100
Adelphi	15	12.5	18	15.0	18	15.0	3	2.5	54	45.0	66	55	120	100
Duke	23	17.0	12	8.9	26	19.3	6	4.4	67	49.6	68	50.4	135	100
Ohio State	25	15.7	12	7.5	34	21.3	7	4.4	78	49.1	81	50.94	159	100
University of Pittsburgh	20	14.7	26	19.1	19	14.0	0	0	65	47.8	71	52.2	136	100
University of Virginia	25	19.2	12	9.2	30	23.1	2	1.5	69	53.0	61	47.0	130	100

* S.H. - Semester hour
** % - Per cent

It was felt in studying the relationship of liberal arts to nursing that it would be of value to determine the proportion of each field for each school year. This was shown in Table III.

The University of Pittsburgh and the University of Ohio presented some difficulty in comparison as the first school was set up on a trimester basis and the second school on a quarter basis. However, the University of Pittsburgh required no nursing until the fourth trimester which was in the second year. The University of Maryland, with only two semester hours or 6.45 per cent of the first year's class hours, was the next lowest. Adelphi had the highest per cent of nursing during the first year, offering six semester hours of nursing which represented 16.7 per cent of the first year's total hours. Next highest was the University of Virginia with the same number of semester hours in nursing offered, representing 15.8 per cent of the total hours.

Nursing hours were increased at all schools during the second year except the University of Virginia. At the University of Pittsburgh 69.6 per cent of the class hours were nursing. Again this figure is somewhat misleading due to the trimester system under which the curriculum is planned. The relationship of nursing hours to the total year was 61.1 per cent at Georgetown and 60 per cent at

Adelphi during the second year of the program. The University of Virginia with three semester hours or 8.8 per cent and the University of Maryland with 17.5 per cent, showed the lowest per cent of nursing hours during the second year.

All eight schools showed a proportionate increase in nursing hours over liberal arts during the third and fourth years. During the third year Adelphi required twenty-four nursing hours in a total of twenty-seven, and this represented 88.9 per cent of the total year. This was the highest per cent. Loyola with sixteen hours in nursing, or 57.1 per cent of the total hours, had the lowest per cent of nursing during the third year.

In three of the eight schools surveyed nursing comprised the entire fourth year. These schools were the University of Maryland, Duke University and the University of Virginia. The institution requiring the lowest proportion of nursing during the fourth year was Adelphi with eighteen semester hours representing 16.6 per cent of the total hours. It was interesting to note that Adelphi had the most even distribution of liberal arts and nursing throughout the entire curriculum of any school included in the study.

TABLE III

PER CENT OF LIBERAL ARTS AS RELATED TO NURSING EACH YEAR

SCHOOL	TOTAL		FIRST YEAR						SECOND YEAR					
	L.A.[1] S.H.[3]	Nsg.[2] S.H.	L.A. S.H.	%[4]	Nsg. S.H.	%	Total S.H.	%	L.A. S.H.	%	Nsg. S.H.	%	Total S.H.	%
Georgetown	66	77	37	88.1	5	11.9	42	100	14	38.9	22	61.1	36	100
Loyola	73	60	29	87.9	4	12.1	33	100	26	63.4	15	36.6	41	100
University of Maryland	73	59	29	93.55	2	6.45	31	100	33	82.5	7	17.5	40	100
Adelphi	54	66	30	83.3	6	16.7	36	100	12	40	18	60	30	100
Duke	67	68	37	90.2	4	9.8	41	100	24	60	16	40	40	100
Ohio State	78	81	32	91.4	3	8.6	35	100	20	44.4	25	55.6	45	100
University of Pittsburgh	65	71	46	100	0	0	46	100	14	30.4	32	69.6	46	100
University of Virginia	69	61	32	84.2	6	15.8	38	100	31	91.2	3	8.8	34	100

[1]L.A. - Liberal Arts
[2]Nsg. - Nursing
[3]S.H. - Semester hour
[4]% - Per cent

TABLE III (continued)

SCHOOL	THIRD YEAR						FOURTH YEAR					
	L.A. S.H.	%	Nsg. S.H.	%	Total S.H.	%	L.A. S.H.	%	Nsg. S.H.	%	Total S.H.	%
Georgetown	8	22.9	27	77.1	35	100	7	23.3	23	76.7	30	100
Loyola	12	42.9	16	57.1	28	100	6	19.4	25	80.6	31	100
University of Maryland	11	32.4	23	67.6	34	100	0	0	27	100	27	100
Adelphi	3	11.1	24	88.9	27	100	9	33.3	18	16.6	27	100
Duke	6	18.2	27	81.8	33	100	0	0	21	100	21	100
Ohio State	16	39.0	25	61.0	41	100	10	26.3	28	73.7	38	100
University of Pittsburgh	5	11.4	39	88.6	44	100	--	--	--	--	--	--
University of Virginia	6	18.75	26	81.25	32	100	0	0	26	100	26	100

The second purpose of this investigation was to determine the placement of nursing courses having concurrent practice; that is, courses which require nursing practice or laboratory in conjunction with lectures. Traditionally these courses have been fundamentals of nursing, medical, surgical, pediatric, obstetric, psychiatric, and public health nursing, as well as unit management or team leadership.

It was found that six schools gave a separate course entitled, Fundamentals of Nursing. The University of Maryland and Ohio gave no such course. Of the six schools giving Fundamentals of Nursing, Adelphi and the University of Virginia offered it the first year and the remaining four the second year.

All eight schools gave a combined course in medical and surgical nursing. Georgetown gave this during the second, third and fourth years. Loyola and the University of Virginia gave the entire course during the third year; the remaining five schools gave medical and surgical nursing during the last two years.

Four schools gave a combined course in pediatric and maternity nursing. Of the schools offering a separate course all gave both the same year except the University of Pittsburgh which placed maternity nursing in the second year and pediatric nursing in the third year. Adelphi

required pediatric and maternity nursing the second year and preceding medical and surgical nursing; the University of Ohio required maternity nursing before medical and surgical nursing. In all other instances the care of mothers and children followed medical and surgical nursing. Adelphi was the only school except Pittsburgh which gave pediatrics or obstetrics during the second year. Four schools gave both courses during the third year. The remaining two schools, Loyola and the University of Virginia, gave both experiences during the last year.

Psychiatric nursing was given during the last year in six schools. This included Pittsburgh which has been noted as using the trimester system. The University of Virginia and Georgetown gave this experience during the junior year.

Public health nursing was given the last year in all eight schools.

The following four schools gave experience in ward management or team leadership: Georgetown, Loyola, University of Maryland, and University of Virginia. Course descriptions gave no evidence of this experience in the other four schools. The University of Pittsburgh had a course entitled, The Administrative Process and Adelphi had a course entitled, Leadership in Nursing, but the course descriptions gave discussion and reports as the only

student participation or experience. Duke and Ohio State made no mention of such a class or experience. Table IV shows for each school the placement of nursing courses requiring concurrent practice.

TABLE IV

NURSING COURSES REQUIRING CONCURRENT PRACTICE

COURSE	GEORGETOWN				LOYOLA				UNIVERSITY OF MARYLAND				ADELPHI				DUKE				OHIO STATE				UNIVERSITY OF PITTSBURGH				UNIVERSITY OF VIRGINIA			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Fundamentals of Nursing		x				x							x					x								x			x			
Medical Nursing		↕	↕	↕			↕				↕	↕			↕	↕			↕	↕			↕	↕		↕	↕				↕	
Surgical Nursing																																↕
Maternity Nursing			↕					x			↕			↕					x				x			x						
Pediatric Nursing								x											x				x				x					
Psychiatric Nursing			x					x				x				x				x				x			x				x	
Public Health Nursing				x				x				x			x				x	x				x			x					x
Administrative Process; Leadership in Nursing								↕							*												*					↕
Ward or Unit Management				x								x																				

↕ - denotes combined course
* - reports only-no practice

It was the third and last purpose of this investigation to determine the length of each of the eight schools of nursing included in the survey. The length of the programs varied from nine trimesters at the University of Pittsburgh to four calendar years at Duke University. A trimester was defined in the school bulletin as fifteen weeks with a week between trimesters. Adelphi and Georgetown require four academic years and one six weeks summer term. Although Adelphi has set up a curriculum covering exactly four academic years, no proposed date for initiating this course of study was given. The Loyola program appeared to be thirty-eight months in length and that at the University of Maryland and the University of Virginia to be forty-three and one half months. The Ohio University program required fifteen quarters, or forty-five months, to complete. Table V shows each of these programs and the approximate length of time needed to complete each course of study.

TABLE V

LENGTH OF PROGRAMS IN THE EIGHT SELECTED SCHOOLS

CHOOL OF NURSING:	LENGTH OF PROGRAM IN YEARS:	LENGTH OF PROGRAM IN MONTHS:
rgetown University	4 Academic Years and 1 Six Weeks Summer School	37½ Months
ola University	4 Academic Years and 1 Eight Weeks Summer Session	38 Months
versity of Maryland	2 Academic Years and 1 Six Weeks Summer School in the College also 2 Calendar Years in Hospital	43½ Months
lphi College	4 Academic Years and 1 Six Weeks Summer School. (New Curriculum: 4 Academic Years or 36 Months).	37½ Months
e University	4 Academic Years and 4 Summer Sessions	48 Months
o State University	1 Academic Year of 3 Quarters and 3 Years of 4 Quarters each = 15 Quarters	45 Months
versity of Pittsburgh	9 Trimesters or 3 Calendar Years	36 Months
versity of Virginia	2 Academic Years At Mary Washington College and 1 Six Weeks Summer School at University of Virginia. 2 Calendar Years at University of Virginia School of Nursing.	43½ Months

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to survey the curriculums in a selected group of nationally accredited, collegiate schools of nursing in order to determine the relationship between liberal arts and nursing courses, the placement of the nursing courses requiring concurrent experience, and the length of each program investigated.

The study was limited to each fourth school in the states of the Great Lakes, the Middle Atlantic and Southeastern area of the United States, and including the District of Columbia. Since one of the nine selected schools was in the process of changing its curriculum, no school bulletin was available, and the investigation was made on the remaining eight schools. This area was selected because some of the graduates of the newly initiated program with Lenoir Rhyne College and Grace Hospital School of Nursing may normally be expected to go to these states for graduate work or for employment.

Four of the eight schools were found to be state supported and controlled; two were under the auspices of the Catholic Church; one was privately controlled; the eighth school, although an independent school in the university, was under a combination of municipal and private

support and control.

There were five independent schools or colleges of nursing within the respective institutions of higher learning; one school was incorporated into the Division of Health Affairs; one was part of the School of Medicine; and one was a part of the College Institute of Health, Education, and Welfare.

One school of nursing was located in a college; the other eight were in universities.

Seven of the eight schools conferred a Bachelor of Science degree in Nursing; one gave a Bachelor of Science degree with a major in Nursing.

CONCLUSIONS

It appears to this writer that on the basis of this study the following twelve conclusions are evident:

1. In the eight curriculums surveyed, it was found that there was a similarity in curriculums as to course and hour requirements.

2. The relationship between liberal arts and nursing varied from 45 to 55.3 per cent for liberal arts and from 44.7 to 55 per cent for nursing. There was a definite trend toward an equal distribution. Three schools required slightly more than 50 per cent in liberal arts and five required slightly more than 50 per cent in nursing.

3. In all eight schools surveyed it was found that during the first year more than 80 per cent of the curriculum was liberal arts. In the second year four schools had more than 50 per cent liberal arts and four had more nursing.

4. In all schools the third year was made up of more than 57 per cent nursing. Three schools had all nursing the fourth year; the lowest per cent of nursing the fourth year was 66.6 per cent.

5. The pattern of nursing courses requiring concurrent practice followed this pattern:

first, fundamentals of nursing (offered by 50 per cent of the schools studied);

second, medical and surgical nursing;

third, maternity and/or pediatric nursing;

fourth, psychiatric nursing;

fifth, public health nursing;

and sixth, unit management (offered by 50 per cent of the schools studied).

In one school pediatric and maternity nursing preceded medical and surgical nursing. One school required maternity nursing as the first specialty. In all the other schools medical and surgical nursing preceded the nursing specialties. Psychiatric nursing followed public health nursing in two schools.

6. Only four, or 50 per cent, of the eight schools surveyed gave any experience in unit management or team nursing. One of the eight schools had a course entitled, The Administrative Process, and another had a course entitled, Nurse Leadership, but in each case oral reports and seminars comprised the student experience.

7. Four, or 50 per cent, of the eight schools allowed for electives in the field of liberal arts. There was no set pattern as to the year or years that these electives were allowed.

8. In all eight schools surveyed, graduates were prepared to accept first level positions in public health and to pursue graduate study in that field without further preparation. This indicated a well founded trend to include public health nursing in the basic curriculum. Two, or 25 per cent, of the schools surveyed received national accreditation in this phase of their program in 1961.

9. Six, or 75 per cent, of the schools surveyed were on a semester basis; one, or 12½ per cent, on a quarter basis; and one, or 12½ per cent, on a trimester basis.

10. The number of hours required for graduation in nursing varied from the equivalent of 120 to 159 semester hours in the eight schools surveyed.

11. The length of the programs ranged from three

calendar years or thirty-six months to four calendar years, or forty-eight months. Four programs, or 50 per cent, were thirty-eight months or less; three schools, or 37½ per cent, varied from 43½ to 45 months; only one school, or 12½ per cent, required forty-eight months for graduation. There was a twelve month range of time from the shortest to the longest program.

12. On the basis of the literature and of the study of curriculums in the eight selected nationally accredited, collegiate schools of nursing, it would appear that there has been an earnest effort on the part of faculties in schools of nursing to give the nursing candidate a well-balanced course of study made up of liberal arts and nursing education.

RECOMMENDATIONS

Following this investigation of eight nationally accredited, collegiate schools of nursing these four recommendations are made:

1. That any university or college considering the establishment of a division, department, school or college of nursing might profitably use as guideposts or pointers the experiences of other universities or colleges which have successfully accomplished such an undertaking.

2. That although planners of a new program

conceivably would profit from studying the experiences and curriculums of established programs, each new program should reflect the beliefs and aims of the parent institution and should possess its own individuality. It is the opinion of this writer that published materials should reflect any distinctive features in the programs and allowances for individuality.

3. That the faculty of each collegiate program in nursing should closely follow its own graduates and use their suggestions and experiences to determine wherein its program may be improved and strengthened.

4. That further research is indicated regarding curriculums in programs in nursing in order to determine the best course of study to meet individual and changing needs for today and tomorrow.

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APPENDIX

NATIONALLY ACCREDITED, COLLEGIATE SCHOOLS IN THE

GREAT LAKES, THE MIDDLE ATLANTIC AND SOUTHEASTERN STATES

ALABAMA: Tuskagee Institute
University of Alabama

DELAWARE: None

DISTRICT OF COLUMBIA: Catholic University of America
*Georgetown University School of Nursing

FLORIDA: Florida Agricultural and Mechanical University School of Nursing
Florida State University School of Nursing

GEORGIA: Emory University School of Nursing

ILLINOIS: *Loyola University School of Nursing, Chicago
Saint Xavier College School of Nursing
University of Illinois School of Nursing

INDIANA: None

KENTUCKY: None

MARYLAND: Saint Josephs College, Emmittsburg
*University of Maryland, Baltimore

MICHIGAN: Michigan State University
University of Michigan
Wayne State University, East Lansing

MINNESOTA: *College of Saint Scholastica Department of Nursing
University of Minnesota

MISSISSIPPI: University of Mississippi

NEW JERSEY: Rutgers University

NEW YORK: *Adelphi College of Nursing
Columbia University Department of Nursing
Cornell University
University of Buffalo

NORTH CAROLINA: *Duke University
University of North Carolina

OHIO: Frances Payne Bolton School of Nursing
St. Joseph
*Ohio State University School of Nursing
University of Cincinnati College of Nursing and Health

PENNSYLVANIA: Duquesne University School of Nursing
University of Pennsylvania
*University of Pittsburgh
Villanova University School of Nursing

SOUTH CAROLINA: None

TENNESSEE: Meharry Medical College School of Nursing
Vanderbilt School of Nursing

VIRGINIA: *University of Virginia

WEST VIRGINIA: None

WISCONSIN: University of Wisconsin
Marquette University

* denotes each fourth school

The Following Pages Show the Curriculum of Each College or University Included in the Study:

NAME OF SCHOOL: Georgetown University

YEAR:	SUBJECT: NO. HRS.:	B*	H*	S*	N*	E*
FRESHMAN	English		6			
	Zoology	4				
	Anatomy and Physiology	4				
	Chemistry	8				
	Logic		3			
	Theology		4			
	Philosophy of man		3			
	Physical Education			1		
	Introduction to Nursing				2	
	Anatomy and Physiology (s.s.)	4				
	Nutrition (s.s.)				3	
	Total:	20	16	1	5	= 42
SOPHOMORE	General Ethics		3			
	Principles of Learning				2	
	Sociology			5		
	Microbiology	4				
	Pharmacology				4	
	Fundamentals of Nursing				7	
	Medical-Surgical Nursing				9	
	Growth and Development			2		
	Total:	4	3	7	22	= 36
JUNIOR	Public Speaking		2			
	Special Medical Ethics				3	
	Medical-Surgical Nursing				2	
	Maternal and Child Health				12	
	Psychiatric Nursing				10	
	History (European)			6		
	Total:		2	6	27	= 35
SENIOR	Public Health Nursing				7	
	Medical and Surgical Nursing				9	
	English		3			
	Social Case Work				2	
	Theology		4			
	Professional Trends				3	
	Introduction to Ward Management				2	
	Total:		7		23	= 30
		24	28	14	77	= 143
			66			

*B=Biological and Physical Sciences
*H=Humanities
*S=Social Sciences
*N=Nursing
*E=Elective

NAME OF SCHOOL: Loyola University

YEAR:	SUBJECT:	NO. HRS.:	B	H	S	N	E
FRESHMAN	Biology (Zoology & Micro.)		7				
	English			6			
	History				6		
	Theology			4			
	Speech			3			
	Psychology				3		
	Orientation to Nursing					4	
	Total:		7	13	9	4	= 33
SOPHOMORE	Biology (Anat. & Physio.)		6				
	Education (psychology)				2		
	English			3			
	Political Science				3		
	Psychology				3		
	Nursing					7	
	Chemistry		4				
	Philosophy			2			
	Theology			3			
	Nursing (Summer School)					8	
	Total:		10	8	8	15	= 41
JUNIOR	Nursing (M & S)					16	
	Philosophy			6			
	Sociology				3		
	English			3			
	Total:			9	3	16	= 28
SENIOR	Maternity Nursing					4	
	Psychiatry					4	
	Public Health Nursing					8	
	Philosophy			6			
	Nursing of Children					4	
	Leadership professional nursing					5	
	Total:			6		25	= 31
			17	36	20	60	= 133
				73			

NAME OF SCHOOL: University of Maryland

YEAR:	SUBJECT:	NO. HRS.:	B	H	S	N	E
FRESHMAN	Public Speaking			2			
	English			6			
	Mathematics		3				
	Zoology		4				
	Chemistry		6				
	Government				3		
	Physical Education				2		
	Role of Nurse					2	
	Sociology				3		
	Total:		13	8	8	2=	31
SOPHOMORE	History				6		
	English			6			
	Psychology				3		
	Microbiology		4				
	Nutrition					3	
	Anatomy and Physiology		8				
	Nursing and Child Health					2	
	Physical Education				2		
	Bio-Chemistry (Summer School)		4				
	Nursing					2	
	Total:		16	6	11	7=	40
JUNIOR	Medical and Surgical Nursing					10	
	Obstetrics and Pediatrics					10	
	Growth and Development				3		
	Theory of Exercise				3		
	Applied Psychology				2		
	Pharmacology					3	
	Family and Society				3		
	Total:				11	23=	34
SENIOR	Psychiatric Nursing					4	
	Public Health Nurse					8	
	Medical and Surgical Nursing					5	
	Principles of Management in a Nursing Unit					2	
	Biostatics					3	
	Teaching Health					3	
	Professional Trends					2	
	Total:					27=	27
			29	14	30	59=	132
				73			

NAME OF SCHOOL: Adelphi College

YEAR:	SUBJECT: NO. HRS.:	B	H	S	N	E
FRESHMAN	English		6			
	Biology (Anat. & Physio.)	6				
	Chemistry and Physics	6				
	General Psychology			3		
	Sociology			3		
	Fundamentals				6	
	Physical Education (no credit)					
	Growth and Development			6		
	Total:	12	6	12	6=	36
SOPHOMORE	Microbiology	3				
	Pharmacology				3	
	Pediatrics and Obstetrics				12	
	Nutrition				3	
	Marriage and Family			3		
	Art and Literature		6			
	Physical Education (no credit)					
	Total:	3	6	3	18=	30
JUNIOR	Art or Literature		3			
	Rehabilitation Nursing				3	
	Medical and Surgical Nursing				6	
	Interpersonal relationships in Nursing				3	
	Principles of Teaching				3	
	Public Health Nursing				9	
	Total:		3		24=	27
SENIOR	Survey of Nursing				3	
	Psychiatric Nursing				6	
	Medical and Surgical Nursing				6	
	Leadership in professional nursing				3	
	Art or Literature		3			
	Elective (Sociology)			3		
	Elective					3
	Total:		3	3	18	3=27
		15	18	18	66	3=120
			51			

NAME OF SCHOOL: Duke University

YEAR:	SUBJECT:	NO. HRS.:	B	H	S	N	E
FRESHMAN	English			6			
	Zoology		8				
	Microbiology		3				
	Chemistry		3				
	History				6		
	Introduction to Nursing					4	
	Psychology				3		
	Physical Education				2		
* Government; Bible; Music; Art; or Philosophy	*Elective						6
	Total:		14	6	11	4	6=41
SOPHOMORE	English (Bible)			6			
	Psychology				3		
	Sociology				6		
	Psysiological Chemistry		3				
	Nutrition					3	
	Anatomy and Physiology		6				
	Fundamentals of Nursing					13	
	Total:		9	6	9	16	=40
JUNIOR	Medical and Surgical Nursing					12	
	Pediatrics					6	
	Obstetrics					6	
	Public Health Sciences					3	
	Sociology				3		
	Psychology				3		
	Total:				6	27	=33
SENIOR	Psychiatric Nursing					6	
	Public Health Nursing					6	
	Medical and Surgical Nursing					6	
	Professional Trends					3	
	Total:					21	=21
			23	12	26	68	6=135
				67			

NAME OF SCHOOL: Ohio State University

YEAR:	SUBJECT: NO. HRS:	B	H	S	N	E
FRESHMAN	English		9			
	Chemistry	10				
	Zoology	5				
	Psychology			5		
	Sociology			5		
	Health Education and Physical Education			4		
	Home Economics				5	
	Electives in humanities or Social Science			5		
	quarter hr.	5	9	19	5	= 48
	s.h.	10	6	13	3	= 32
SOPHOMORE	Bacteriology	5				
	Anatomy	5				
	Child Development			4		
	Physical Education			3		
	Physiology	10				
	Nursing Survey				1	
	Introduction to Nursing				30	
	Pathology	3				
	Pharmacology				4	
	Human Relations in Nursing				2	
	Introduction to Community Health				2	
	quarter hr.	23		7	39	=69
	s.h.	15		5	25	=45
JUNIOR	Nursing (Mat.-10; M&S-7; Med.-10; & Ped.-10)				37	
	Education Psychology (for Med. Personnel)			5		
	Humanities or Social Science		5			
	Elective					5
	Individual and the Social Agency			4		
	quarter hr.		5	14	37	5= 61
	s.h.		3.3	9.3	25	3.3=41
SENIOR	Nursing (Psy.-10; M&S-7; Surg.-7; Public Health-12)				36	
	Nursing in the Social Order				5	
	Humanities		5			
	Social Science			5		
	Elective					5
	Elective: Humanities or Social Science			5		
	quarter hr.		5	10	41	5=61
	s.h.		3.	7	28	3.3=41
		25	12	34	81	7=159

NAME OF SCHOOL: University of Pittsburgh

YEAR:	SUBJECT: NO. HRS:	B	H	S	N	E
FRESHMAN	Language		11			
	English		9			
	Biology (Animal)	4				
	Anthropology			3		
	Chemistry	8				
	Physical Education			2		
	Sociology			3		
	Psychology			6		
	Total:	12	20	14		= 46
JUNIOR	Language		3			
	English		3			
	Obstetric Nursing				9	
	Gynecology				3	
	Educative Process (Nurs. Educ.)				3	
	Natural Science Applied to Nurs.	8				
	Medical and Surgical Nursing				12	
	Fundamentals of Nursing				5	
	Total:	8	6		32	= 46
SENIOR	Nursing - The Administrative Process				3	
	Medical and Surgical Nursing				6	
	Pediatrics				9	
	Growth and Development			5		
	Public Health Nursing				7	
	Nursing in the Social Order				2	
	Psychiatry and Aging Process				12	
	Total:			5	39	= 44
		20	26	19	71	= 136
			65			

NAME OF SCHOOL: University of Virginia

1 & 2 year at Mary Washington College

YEAR:	SUBJECT:	NO. HRS: B	H	S	N	E
FRESHMAN	English		6			
	Biology (General)	8				
	Chemistry	8				
	History			6		
	Health Education			2		
	Physical Education			2		
	Summer School (University of Va.)			2		
	Fundamentals of Nursing				6	
	Total:	16	6	10	6	= 38
SOPHOMORE	English		6			
	Psychology			6		
	Sociology			6		
	Bacteriology	4				
	Nutrition				3	
	Anatomy and Physiology	5				
	Physical Education			2		
	Elective					2
	Total:	9	6	14	3	2=34
JUNIOR	Medical and Surgical Nursing				19	
	Growth and Development			3		
	Mental Hygiene			3		
	Psychiatric Nursing				7	
	Total:			6	26	=32
SENIOR	Public Health Nursing				6	
	Maternal and Child Health				14	
	Leadership in Nursing				5	
	Professional Trends				1	
	Total:				26	=26
		25	12	30	61	2=130
			69			

NURSING EDUCATION COURSES IN THE EIGHT SCHOOLS SURVEYED

	FIRST	SECOND	THIRD	FOURTH
GEORGETOWN UNIVERSITY	2 Introduction to Nursing 3 Nutrition	2 Principles of Learning 4 Pharmacology 7 Fundamentals of Nursing 9 Medical-Surgical Nursing	3 Special Medical Ethics 2 Medical-Surgical Nursing 12 Maternal & Child Health 10 Psychiatric Nursing	7 Public Health 9 Medical-Surgical 2 Social Case Work 3 Professional Trends 2 Introduction to Ward Management
77 TOTAL:	5	22	27	23
LOYOLA	4 Orientation to Nursing	7 Elementary Nursing 8 Nursing	16 Medical-Surgical Nursing	4 Maternity Nursing 4 Psychiatric Nursing 8 Public Health 4 Nursing of Children 5 Leadership in Professional Nursing
50 TOTAL:	4	15	16	25
UNIVERSITY OF MARYLAND	2 Role of Nurse	3 Nutrition 2 Nursing in Child Health 2 Nursing (History of Nursing)	10 Medical-Surgical Nursing 10 Obstetrics & Pediatrics 3 Pharmacology	4 Psychiatric Nursing 8 Public Health 5 Medical-Surgical 2 Principles of Management in Nursing Unit 3 Bio-statistics 2 Professional Trends

	FIRST	SECOND	THIRD	FOURTH
UNIVERSITY OF MARYLAND (continued)				3 Teaching Health
59 TOTAL:	2	7	23	27
ADELPHI	6 Fundamentals of Nursing	3 Pharmacology 12 Pediatrics & Obstetrics 3 Nutrition	3 Rehabilitation Nursing 6 Medical-Surgical 3 Interpersonal Relations in Nursing 3 Principles of Teaching 9 Public Health Nursing	3 Survey of Nursing 6 Psychiatric Nursing 6 Medical-Surgical 3 Leadership in Professional Nursing
66 TOTAL:	6	18	24	18
DUKE UNIVERSITY	4 Introduction to Nursing	3 Nutrition 13 Fundamentals of Nursing	12 Medical-Surgical Nursing 6 Pediatrics 6 Obstetrics 3 Public Health Sciences	6 Psychiatric Nursing 6 Public Health Nursing 6 Medical-Surgical Nursing 3 Professional Trends
68 TOTAL:	4	16	27	21
OHIO STATE UNIVERSITY	5 Home Economics	1 Nursing Survey 2 Human Relations in Nursing	10 Maternity Nursing 7 Medical-Surgical Nursing 10 Medical Nursing	7 Medical-Surgical Nursing 10 Psychiatric Nursing 7 Surgical Nursing

		FIRST	SECOND	THIRD	FOURTH
OHIO STATE UNIVERSITY (continued)			30 Introduction to Nursing 4 Pharmacology 2 Introduction to Community Health	10 Pediatric Nursing	12 Public Health Nursing 5 Nursing in Social Order
31	TOTAL:	5	39	37	41
UNIVERSITY OF PITTSBURGH			9 Obstetric Nursing 3 Gynecology 3 Education Process 12 Medical-Surgical Nursing 5 Fundamentals of Nursing	3 Nursing Administrative Process 6 Medical-Surgical Nursing 9 Pediatric 7 Public Health Nursing 12 Psychiatry and Aging Process 2 Nursing in the Social Order	
71	TOTAL:		32	39	
UNIVERSITY OF VIRGINIA		6 Fundamentals of Nursing	3 Nutrition	19 Medical-Surgical Nursing 7 Psychiatric Nursing	6 Public Health Nursing 14 Maternal and Child Health 5 Leadership in Nursing 1 Professional Trends
51	TOTAL:	6	3	26	26